

Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clarendon Primary School
Number of children in school	412 + 64 Nursery = 461 (Spring census '26)
Proportion of pupil premium eligible children	152 + 8 EYPP (Spring census '26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027 (focus on 25/26)
Date this statement was first published	September 2025
Review date	February 2026
Statement authorised by	Finance & Resources Committee
Pupil premium lead	Vicky Chatterjee
Governor lead	Anna Rowan & Finance & Resources Committee

Funding is based on pupil numbers from the previous academic years' autumn census; therefore, these may not line up exactly with the current pupil numbers.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,160
Pupil premium funding allocation this academic year (Early Years)	£4,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£2,671,391 (OSP)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children despite their background are provided with the best possible education so they achieve well, make good progress and are successful within society. The focus of our pupil premium strategy is to support all children to achieve these goals. In order to do this, the key principles of our Pupil Premium Strategy are:

- We ensure that teaching and learning opportunities meet the needs of all of the children.
- We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- To provide a balanced curriculum and high quality teaching and learning which meets the needs of all our pupils to close the attainment gap.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the disadvantaged funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged. 98% of our children live within the 30% most disadvantaged areas.
- To work closely with families to offer support and raise expectations.
- Disadvantaged funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of disadvantaged interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Language acquisition from the Early Years, throughout school, particularly for those children who are identified as EAL / INA. 67% of our children speak English as an additional language and some parents do not have fluent skills in English which can impact on support at home.
2	On entry data shows that all children are working well below age related expectations. 100% of children enter school with low attainment (well below in all areas of learning)
3	Growing number of SEND children entering school who have cognitive and physical needs
4	Attendance and punctuality
5	Supporting children who have emotional needs
6	Low reading ability especially with inference and deduction & opportunities to read outside of school
7	Lack of engagement through home learning, impacting on the children's outcomes

8	Parental involvement; (engagement, reading at home, homework, attendance of school activities, experiences) & supporting parents with their learning. Children often have commitments outside of school time
9	Limited experiences beyond the classroom – Cultural Capital & memorable experiences for all children
10	Language acquisition, for some children, is often delayed and/or underdeveloped, with pupils demonstrating limited vocabulary which impacts on phonics, reading and writing attainment
11	A growing number of children are entering nursery/reception provision with a range of additional needs.
12	When additional needs are identified, access to other agencies can sometimes be resisted by parents (where school feels a special needs school would be able to meet their child's needs parents choose mainstream)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Interventions in place for children with limited language. S&L specialist supporting groups of children so that they can progress despite starting points	% of children achieving the Communication & Language ELG & Literacy ELG increases from 65% listening & understanding & 65% speaking (C&L ELG) AND 65% comprehension, 53% word reading & 53% writing (Literacy ELG) - Disadvantaged Phonics at KS1 increases from 56% - Y1 & 62% - end of KS1 (Dis.) End of KS1 reading increases from 53% (Dis.) End of KS2 combined increases from 54% (Dis.)
To close the GLD gap between disadvantaged and other children in EYFS Children accessing intervention programmes make at least expected progress to close gaps (S&L therapist, Talkboost)	GLD gap closed between Disadvantaged and other children Intervention summary reports demonstrate at least good progress (3 points)
SEND Children are identified swiftly, monitored and appropriate support provided	Gaps close between SEND and other children
To achieve and sustain improved attendance for all children, particularly our disadvantaged children	Attendance to reach 96+%
To provide the children with greater opportunities to develop their understanding and experience of the wider world. Pupil Premium children are prioritised for extracurricular clubs. To raise aspirations of the children	Continue to provide experiences for the children (11 before 11 & Cultural Capital)
To ensure all children are ready for KS2 by providing additional time and resources to the teaching of phonics	At least 70% of children (disadvantaged and non-disadvantaged) to achieve the Phonics Mark at the end of Year 1

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of 2 non-class based members of staff to deliver intervention	<p>Education Endowment Foundation rates one to one & small group tuition as +5</p> <p><i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i></p>	1, 2, 5
Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively	<p>Education Endowment Foundation rates Early Years Interventions as +5</p> <p><i>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</i></p>	1, 2, 10
Continue to employ six Learning Support Assistants whose role includes providing intervention support for children in Speaking & Listening, Reading and Maths.	<p>The children who took part in the interventions last year made enough progress to close the gaps in learning. The intervention logs (see Disadvantaged & intervention trackers) show good progress from the children who took part in Talkboost, ARROW, SLCN support. Progress at the end of KS2 was good. Education Endowment Foundation rate Oral language interventions as +5 & additional Phonics as +4.</p>	1, 2, 3, 4, 5, 10
Continue to employ a Speech & Language therapist to work with the Early Years children.	<p>Education Endowment Foundation rates Early Years Interventions as +5</p> <p><i>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</i></p>	1, 2, 5, 8, 10
Provide immersive experiences for children to develop speech & language throughout school (Now Press Play)	Education Endowment Foundation rates Early Years Interventions as +6	1, 9, 10

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £106,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with small group interventions & precision teaching for disadvantaged children in KS2, KS1 & EYFS (HLTA led)	<p>Education Endowment Foundation rates one to one & small group tuition as +5</p> <p><i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i></p>	1, 2, 10
<p>Additional phonics sessions targeted at disadvantaged children who require further phonics support</p> <p>Timetable changes to KS1 & EYFS to incorporate more phonics lessons</p> <p>Two TAs to work specifically on Phonics intervention</p> <p>One Teacher to work specifically on Phonics intervention (Autumn term)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	6, 10

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of extracurricular opportunities for children in all year groups – focusing on sport, wellbeing & speaking & listening	<p>Many children have religious commitments after school, those who don't can access support from staff in after school clubs or with teaching staff.</p> <p><i>Education Endowment Foundation rates small group tuition as +4</i></p>	1, 3, 8, 9
<p>Children to have bespoke outdoor learning opportunities built into the curriculum offer (11 B4 11)</p> <p>Forest school sessions are timetabled to be delivered to all children throughout the year</p>	<p>Evidence shows that by developing Life skills, children are more able to be reflective, respond to setbacks, work well with others, build relationships and manage emotions – all of which are skills that are important to children's later outcomes</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	3, 5, 9
Whole staff & parent training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behavior & relationships across school	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5, 8

	Parents to be further supported at home	
Educational Psychology support (10 days) / SENCo time	Reports supported EHCP applications and provided support for the SENCo when working with children	3, 11, 12
Continue to employ a Learning Mentor to monitor attendance and provide support families in the home setting Develop incentives throughout school to promote good attendance and punctuality	The Learning Mentor supports vulnerable children and quickly manages to support families in crisis. Parent workshop on 'emotion coaching' will be delivered to parents, in the hope that it will improve children's engagement & outcomes at home and in school Bereavement and L4 Councillor training to support vulnerable families Education Endowment Foundation rates Social & Emotional Learning as +4 Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4, 5, 7, 8, 9 , 10, 11, 12
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All
Homework to be a priority throughout school with children provided with devices (in Yrs 5 & 6) if needed. Other children to be offered homework support at Breakfast club / playtimes. Homework incentives at the end of the year offered to children in Years 1-6.	Children supported by teachers & online platforms: Mirodo, Spelling Shed, My Maths, TT Rockstars Homework EEF (educationendowmentfoundation.org.uk)	2, 6, 7, 8, 10

Total budgeted cost: £345,550+

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see previous years Pupil Premium Strategy (below) to review impact of expenditure.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader & MyON	Renaissance
Spelling Shed	The Literacy Shed
White Rose Premium	White Rose Maths
TT Rockstars	TT Rockstars
Mirodo	Mirodo
Healthy Relationships	Fortalice

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible children?	NA

Pupil premium strategy / self-evaluation

1. Summary information							
School	Clarendon Primary School						
Academic Year	2024/25	Total PP budget	£196,840	Date of most recent PP Review (Governing Board)	9.10.25		
Total number of children	417 + 44 EY	Number of children eligible for PP	156 + 17 EY				
Principles							
<ul style="list-style-type: none"> • We ensure that teaching and learning opportunities meet the needs of all of the children. • We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed. • In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. • We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the disadvantaged funding to support any pupil or groups of children the school has legitimately identified as being socially disadvantaged. 96% of our children live within the most disadvantaged areas. • Disadvantaged funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of disadvantaged interventions at one time. 							
2. Current attainment							
		PP children in Clarendon	All Clarendon children	KS2 data 2025 (comparative with Bolton)	KS2 data 2025 (comparative with all children Nationally) Disadvantaged data out in Nov / Dec		
% achieving expected standard or above in reading		77%	80%	73%	75%		
% achieving expected standard or above in writing		65%	71%	71%	72%		
% achieving expected standard or above in maths		77%	78%	75%	74%		
% achieving expected standard or above in rea, wri & maths		54%	61%	61%	62%		
% achieving expected standard or above in SPAG		81%	81%	74%	73%		
3. Barriers to future attainment (for children eligible for PP)							

Academic barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Language acquisition from the Early Years, throughout school, particularly for those children who are identified as EAL		
B.	100% of children enter school with low attainment (well below in all areas of learning)		
C.	Growing number of SEND children entering school who have cognitive and physical needs		
D.	Attendance and punctuality		
E.	Supporting children who have emotional needs		
F.	Low reading ability especially with inference and deduction & opportunities to read outside of school		
G.	Lack of engagement through home learning, impacting on the children's outcomes		
Additional barriers (including issues which also require action outside school, such as low attendance rates)			
H.	Parental involvement; (engagement, reading at home, homework, attendance of school activities, experiences) & supporting parents with their learning		
I.	Limited experiences beyond the classroom – Cultural Capital & memorable experiences for all children		
4. Intended outcomes (specific outcomes and how)			
Success criteria			
A.	Interventions in place for children with limited language. S&L specialist supporting groups of children so that they can progress despite starting points	% of children achieving the Communication & Language ELG & Literacy ELG increases from 14%; Phonics at KS1 increases from 64% - Y1 & 25% - end of KS1 (Disadvantaged) End of KS1 reading increases from 64% (Dis.)	Phonics at KS1 56% (Y1) & 62% - (end of KS1) (Disadvantaged children) End of KS1 reading 53% (Dis.) End of KS2 combined 54% (Dis.)
B.	To close the GLD gap between disadvantaged and other children in EYFS Children accessing intervention programmes make at least expected progress to close gaps (S&L therapist, Talkboost)	GLD gap closed between Disadvantaged and other children Intervention summary reports demonstrate at least good progress (3 points) 20% Dis – 53% not Dis, 33% gap	
C.	SEND Children are identified swiftly, monitored and where appropriate support provided.	Gaps close between SEND and other children EYFS SEND GLD: 0% Phonics Y1 SEND: 36% Phonics Y2: 8%+ Y4 Multiplication test: 36% KS2 Comb SEND: 0%	EYFS SEND GLD: 2% - 56% gap Phonics Y1 SEND: 5% - 64% gap Phonics Y2 retake: 0% - 63% gap Y4 Multiplication test: 7% - 67% gap KS2 Comb SEND: 2% - 59% gap Small section of the cabin has been transformed into internal SEN provision space

D.	To increase the percentage of children whose attendance is 96% or greater and overall school attendance & punctuality	Attendance to reach 96% 95.42+% not Dis children (Rec to Y6) 94.9+% Dis children 22+ children attended the Cinema trip for 100% att.	95.4% not Dis children (Rec to Y6) 95.2% Dis children 58 children attended the Cinema trip for 100% attendance
E.	To provide the children with greater opportunities to develop their understanding and experience of the wider world. Pupil Premium children are prioritised for extracurricular clubs. To raise aspirations of the children	Continue to provide experiences for the children (11 before 11 & Cultural Capital)	All PP children offered at least one extracurricular club & are prioritised above others with club allocation Homework reward (100%) to Blackpool Pleasure Beach

5. Review of expenditure		
Previous Academic Year	2024/25	
Item/project	Objective / rationale	Outcome / lessons learned
Deployment of 2 non-class based members of staff to deliver intervention	Education Endowment Foundation rates one to one & small group tuition as +5 <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i>	Catch up intervention programme set up to provide additional support for those PP (& other) children who need to catch up with their peers. This was shared with staff and focused on children's targets in all core subjects
Ensure all relevant staff (including new staff) have received paid for training to deliver the phonics scheme effectively	Education Endowment Foundation rates Early Years Interventions as +5 <i>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</i>	All staff received training that links to Supersonic Phonic Friends – provided to teachers & Tas. Tas focused specifically on phonics and the timetable for Year 1 & Reception was adapted to ensure that additional phonics sessions were included each day
Continue to employ six Learning Support Assistants whose role includes providing intervention support for children in Speaking & Listening, Reading and Maths	The children who took part in the interventions last year made enough progress to close the gaps in learning. The intervention logs (see Disadvantaged & intervention trackers) show good progress from the children who took part in Talkboost, SLCN support. Progress at the end of KS2 was good. Education Endowment Foundation rate Oral language interventions as +5 & additional Phonics as +4	TAs worked with children across school to deliver a programme of support for Speaking & Listening. Reviewed at Pupil Progress meetings. Guidance from SALT specialist was the driver for who received intervention and which TA worked with the children identified. Training for SALT team provided by Speech Wise

Continue to employ a Speech & Language therapist to work with the Early Years children	Education Endowment Foundation rates Early Years Interventions as +5 <i>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families</i>	Private provider – Speech Wise increased from 10 to 15 hrs a week (over three days). The Speech Therapist continues to work with a group of TAs to support the delivery of a speech & language intervention programme
Embed the use of Accelerated Reader & Mirodo across Y3-6	Education Endowment Foundation rates reading comprehension strategies as +6 <i>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to children's reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i>	All children in KS2 school using Accelerated Reader & Mirodo. Reading outcomes in all year groups increased at the end of the academic year – 77% of disadvantaged Y6 children achieved the expected standard in reading
Establish small group interventions for disadvantaged children in KS2, KS1 & EYFS	Education Endowment Foundation rates one to one & small group tuition as +5 <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i>	Children selected from Pupil Progress meetings. DHT monitored the children's outcomes and was fluid when identifying children who required support
Encouraging wider reading and closing gaps in mathematics	Education Endowment Foundation rates Reading comprehension strategies as +6	Children encouraged to use Accelerated Reader, Mirodo
Further develop extracurricular opportunities, for children in all year groups – focusing on wellbeing, speaking & listening & outdoor learning	Many children have religious commitments after school, those who don't can access support from staff in after school clubs or with their staff mentors. This was proven to work last year as the take up was high <i>Education Endowment Foundation rates small group tuition as +4</i>	A higher number of disadvantaged children attended after school clubs in 2024/25. Many clubs timetabled for lunchtime to allow children that attend Mosque after school to be involved
Improving opportunities & experiences for the most disadvantaged children, both physically and emotionally	11 B4 11 experiences for Clarendon children have impacted on standards in learning. First hand opportunities have been invaluable for children. (Homework trip (2025) & London trip for Y6 provided the children with memorable experiences – see educational visits folder). In addition, Rockpools, Rock kids & WOW events	Children who struggled to pay for other school visits / visitors were asked to meet with SLT to discuss & where possible school facilitated the families affected
Educational Psychology support / SENCo time	Reports supported EHCP applications and provided support for the SENCo when working with children	Hours & EHCP applications increased: EP days - 12 days EHCP applications submitted and hours provided - 21 EHCPs in total

Continue to employ a Learning Mentor to monitor attendance and provide support for families in the home setting	The Learning Mentor supported vulnerable children last year and quickly managed to support families in crisis	Learning Mentor continues to work with the most vulnerable families. Uptake on Parent Workshops is good and further workshops on wellbeing provided. Logs are kept on CPOMS
Actual spend:		£190,000+